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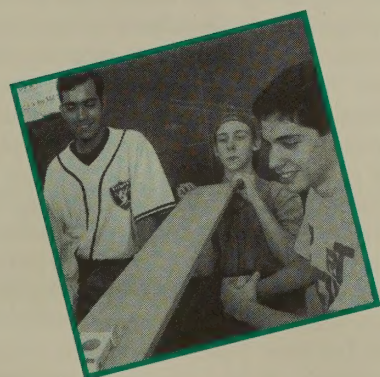
AL REPORT 1994

REPORT TO THE COMMUNITY

URBAN MUNICIPAL

AUG 1 1995

GOVERNMENT DOCUMENTS



Outstanding Student & Staff Achievements...

more than 55 provincial, national
or international awards.



Accountability...How we've cut
\$26 million and restructured
to serve students better.



Learning Standards...How we're
improving programs and student
achievement reporting.



New Programs and Initiatives
that will help our students
to succeed in life and work.



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**THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

MESSAGE FROM THE CHAIRMAN & DIRECTOR

Education in the 1990s is high stakes. Our schools have to educate more people, better than ever before, and we have to give them a whole new set of skills for a world in continuous and radical change. The dramatic shift of jobs from manufacturing to service and information technology will require highly skilled and educated workers. Without the appropriate education and skills, our students will have reduced opportunities in the workplace and our community as a whole.

Consequently, we have focussed on providing our schools and teachers with the resources and skills they require to prepare our students for that changing world that awaits them. Our teachers and support staff continue to use their own initiative and creativity to improve our curriculum and to develop new and innovative approaches to classroom teaching, so that we can fulfill our mission — to enable our students to enjoy life as creative, contributing, and responsible members of society.

This Report is filled with examples of these initiatives and with the many partnerships we have established with parents, business and industry, to bring valuable outside resources and experiences into our schools. Through these partnerships we work together to prepare our students for life and work.

This Report is also a celebration of the many achievements of students and staff as illustrated in the first section on Student and Staff Achievements, pages 4 to 7.

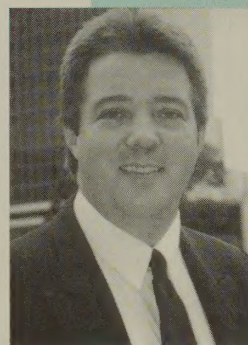
However, we cannot afford to be complacent. We must respond to some very real needs and issues that are emerging from our changing society, as well as to the changes taking place at the provincial level as documented in the recently released Royal Commission on Learning Report. We also must change the way we conduct our operations, improve our performance, and re-engineer our organization to provide the kind of education that meets the needs of our students, and the expectations of their parents and our community.

One of the most significant engines of change in today's world is information technology, the marriage of computers and telecommunications, which has the

potential to revolutionize teaching and learning in the most positive and exciting ways ever imagined. But we must harness this powerful force in the most constructive way possible. Members of the Royal Commission believe that both students and their teachers would be more receptive to the entire learning process if schools designed much of their classroom teaching and learning strategies around information technology — computers linked to modems and telephone lines, CD-ROM and other devices. Computer literacy is the new basic, says the Report, and chalk and a blackboard are no match for these powerful new media. In this Report, you will see how our Board has continued to focus on the importance of integrating technology into the classroom at all levels.

Language, literacy and numeracy are continued focuses for schools and the whole Board. Sections on Language and Literacy, Science, Mathematics and Technology, pages 10 to 13 of this Report, highlight key accomplishments in this area. These include renewed emphasis on literacy, and the effectiveness of our language and mathematics programs, as reflected in student achievement on standardized or province-wide tests.

Our schools continue to welcome experts from outside of our walls, to bring their knowledge into the classroom, either in person, or through computer networks. These community and business partnerships (see Learning for Life and Work, and School and Community Partnerships, pages 14 to 18) help us to improve the quality of our school programs and help students to make better



Robert Stewart
Chairman of the Board



Donald W. Goodridge
Director & Secretary

connections between learning and real life situations.

The key to every student's success, however, continues to be a stronger link between school and home. Nothing motivates a child more than a home where learning is valued. If parents show a close interest in their child's progress at school, read to and with children, help with projects and homework, attend school events, and encourage learning through their own example, their children are more likely to have a higher level of achievement, better attendance, and a better relationship with their teachers. That's why parent involvement and effective two-way communication with parents is a key priority of our Board and our schools. As a matter of fact, our Board approved a new Public Relations Policy in 1994, and a Public Relations Plan (1993) that will strengthen the link between schools, parents, staff and community, and will put increased emphasis on parent communication.

Improvements to the way we communicate student assessment will help answer an often-asked question from parents: "Are students getting the

education they need?" **The new Common Curriculum** addressed that question by setting down solid standards for what students are required to have learned by the end of Grades 3, 6, and 9. **It means a change in reporting methods and ongoing assessment of student progress, more specific information about student progress, and as a result, more accountability to our community.**

In 1994, we also published our first two "Report Cards" which reported provincial, system-wide, and school-by-school results on standardized tests. The reports also provided parents with background information on the tests, their objectives, and most importantly, the actions our Board is taking to improve students' performance on future tests. **These system report cards are part of our Board's focus on Accountability** (see pages 8 to 9) **which includes a new policy on clear communication of school and system-wide results on provincial, standardized and system-wide tests.**

Another area addressed by our Board is the need for a response to the issue of violence in our society. In 1994, a Safe Schools Committee developed a system-wide program that intensifies the Board's response to a community concern about violence and the need to create safe learning and working environments. In developing its Report, the Safe Schools Committee reached out to the community as partners and worked with parents, staff, students, community agencies and police.

The result is a leading edge comprehensive program that establishes school-wide policies, educational programs, communication initiatives, as well as a **Zero Tolerance Statement and**

Expulsion Policy. Approved by the Board in January 1995, this major new initiative will be further detailed in our 1995 Report.

Further new directions were prompted by the need to make better use of our resources, particularly in light of funding constraints. Consequently, **in 1993, we undertook a two-year restructuring of our operations, to maximize our resources** and ensure that our students continue to receive the quality of education they deserve, and need, to succeed.

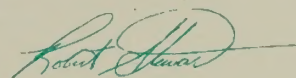
As a result, our total budget for 1994 was \$16 million less than it was in 1993. The cuts included a \$6.2 million decrease in salaries, wages and employee benefits, which meant a loss of 150 teaching positions; a \$2.9 million reduction in capital expenditures; and a \$500,000 reduction in supplies and services.

In addition, we have eliminated and reorganized a number of staff positions, and made major changes in the way we will conduct our business in the years ahead. Our 1995 budget, to be detailed in our next Report, includes the further reduction of \$10 million, including significant cuts to salaries and wages, capital expenses, supplies and services, and transportation costs.

In total, our Board has cut more than \$26 million, down from a total budget in 1993 of \$286 million to a total budget in 1995 of \$260 million.

We hope you will take the time to read this Report and to discover the many ways in which our Board of Trustees, senior officials, school staffs, and support personnel have worked together to serve our students and this community better in 1994.

Sincerely,



ROBERT STEWART
Chairman of the Board



DONALD W. GOODRIDGE
Director of Education & Secretary

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Student & Staff Achievements

Nothing attests to the quality of our schools more than the awards and special recognition received by our students and staff. Through a combination of hard work, teaching excellence, innovation, and "going the extra mile", our students and staff bring a sense of achievement and recognition, not only to themselves, but also to their schools, and this Board.

While the list of awards presented in this Report is certainly impressive, there are many others which, because of space limitations, we were unable to include.

STUDENT ACHIEVEMENTS

Hamilton student wins at national and U.S. skills competitions

Three Hamilton Board students received awards in the Skills Canada Ontario Skills Competitions held at Hamilton's Copps Coliseum in May 1994. **Sir John A. Macdonald student, Bruce Upham**, placed first and received the gold medal in the Automotive Service competition, competing against 25 students from 25 schools across Ontario. Two days after that win, Bruce competed against nine students from eight schools across Canada and one from the United States, placed second, and won the silver medal. He then went on to represent Hamilton at the United States Skills Olympics, held in Kansas City in June 1994, where he competed against 51 students and won the Gold Medal! Bruce's teacher/coach was **Nick DiLeo**, now a teacher at Barton Secondary.

In the Broad-based Construction Competition in Hamilton, **Craig Wenner and Dan Carey, a Sir Winston Churchill Secondary School team**, competed against 16 students from eight schools across Ontario and received bronze medals. Their teacher/coach was Bob Laidlaw.

Hamilton Students Achieve in Many Areas

■ Five years of volunteering and helping others earned **Sir Allan MacNab student Arnob Bose** a Terry Fox Humanitarian Award. Throughout his high school career, Arnie was heavily involved with his school and many of its clubs.

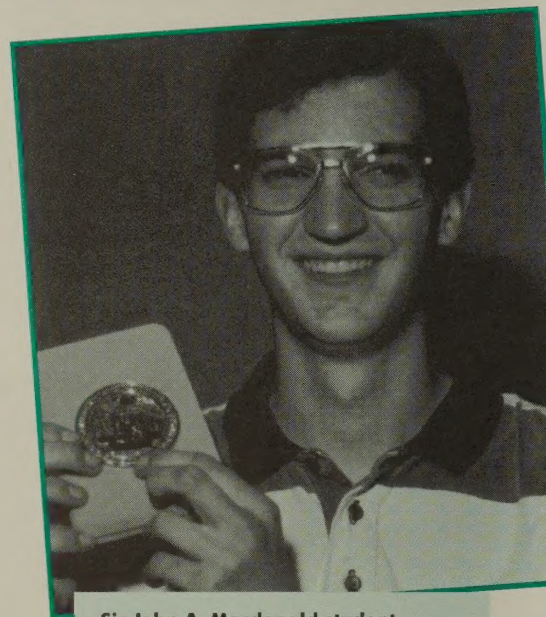
In addition, he volunteered weekly at Chedoke Hospital and refereed soccer. A straight A student, Arnie is now enrolled in mathematics and accounting at the University of Waterloo.

■ **Westmount Secondary School** came back from the National **Music Test** Competition in Calgary with three awards: The Jazz Band won a gold and the intermediate and concert bands each won silver.

■ In sports, **Melissa Hemlow**, a Grade 11 student at **Sherwood Secondary School**, was chosen as Canada's representative to the Pan Am Games for in-line skating, a new event; **Rob Krar** of **Westmount**, represented Canada at the Junior World Triathlon in New Zealand; Westmount swimmers **Tamara Flannigan, Brandon Robinson and Kim Boland** competed in National Level competition; and **Westmount's Champion Cheerleaders** won the "All-Ontario's" for the fifth year in a row.

■ A **Westdale Secondary School student** won top prize in the NutraSweet/CTV Future Fund essay writing contest, and his school won \$5,000 to boost its athletics budget. Now a McMaster University student, **John Settle**, won this national essay-writing contest in his final semester at Westdale.

■ **Sherwood Secondary's Koel Loyer** was one of 20 national winners of the Canadian Association of Principals Award for student



Sir John A. Macdonald student BRUCE UPHAM won the gold medal in the 1994 United States Skills Olympics.

leadership. More than 300 students from across Canada were nominated. Koel was one of two winners from Ontario.

■ Two teams of **Barton Secondary School** students put everything they learned in their physics courses to work in the McMaster University Engineering Design Competition. The winners were OAC student **Marcos Ara**, and Grade 12 students **Samir Kalia and Mike Wenze**.

■ A **Ryerson Middle School student, Tiffany Price**, was the overall winner in the Grades 7, 8 and 9 category of the Ontario Federation of Home and School Association's writing contest.

■ **Ryan Bruce**, a Grade 5 student at **Queen Mary School**, was the gold medal winner in the Royal Canadian Legion's zone B6 poetry contest.

■ Four **Grade 8 Dalewood Elementary School** gifted students won the Regional Think Bowl in Brantford. The Dalewood team members were: Bill Stewart, Herman Poon, Lindsay Godard, and Thorsten Klaus.



Hess Street teacher **JOANNE CHEYNE-MILLER** received a Hilroy Fellowship Award (see page 6).

Hamilton Junior Achiever Shares Podium with Frank McKenna

Maya Matusovsky, a **Glendale Secondary** student, was a guest speaker at the 7th annual Junior Achievement Governor's Dinner Fundraiser, in her role as top Junior Achiever for the Hamilton area. The other guest speaker was New Brunswick Premier, Frank McKenna. Maya told an audience of 700 Hamilton business people about the personal benefits of being a member of Junior Achievement. She also spoke briefly with Premier McKenna about JA's role in the future of free enterprise in Canada.

Students Helping Students

A number of innovative programs have been developed in Hamilton Board of Education schools to give students the opportunity to help each other. An example is **Senior students at Sherwood Secondary School** who initiated a **peer mentoring group** last fall to help Grade 9 students to adjust to secondary school. Mentors in the S.A.I.N.T.S. (Students Assisting in Nurturing Troubled Students) program meet regularly to plan activities and strategies for their new role in the school. Each mentor maintains contact with a Grade 9 home room class.

Scholarships

Graduating students in Hamilton Board of Education secondary schools won a total of more than \$150,000 in university and college entrance scholarships in 1994. These local, national, and international distinctions represent the talents and proficiency of our students. They also demonstrate the dedication and teaching excellence of our staff members.

The most prestigious scholarship offered by the University of Western Ontario, the \$20,000 4-year President's Entrance Scholarship, along with first year residence fees, was awarded to **Delta Secondary School student Francesca Brittan.**

In addition, Hamilton Board students received 18 McMaster University Entrance scholarships and awards; **Sir Allan MacNab** student Arnob Bose received a \$16,000 4-year entrance scholarship to the University of Waterloo; **Donna Forbes**, a **Glendale** graduating student, received an \$8,000 4-year entrance scholarship to Brock University; **Denise Young**, a **Scott Park** graduating student won a \$5,000 1-year entrance scholarship to the University of British Columbia; **Anna Foutris**, a **Delta** student, won a \$10,000 scholarship from a major corporation; **Westmount** graduating student **Danielle Neal** received a (US)\$7,000 sports scholarship to Colby College in Maine; **Westmount Secondary's Jamie Mantzel**, won an academic scholarship to Brown University where he will continue his dual successes in track and academics; and **Frank Miscione**, **Barton Secondary School** linebacker, signed a letter of intent to accept a scholarship worth (US)\$90,000 from Eastern Kentucky University in Richmond, Kentucky. Frank was also recruited by Penn State, Northwestern, Kansas, Cincinnati, and Pittsburgh.

STAFF ACHIEVEMENTS

Prime Minister's Awards to Eleven Teachers

Prime Minister's Awards are presented each year to recognize teaching excellence in Science, Technology and Mathematics. In 1994, a number of Hamilton Board of Education teachers received these honours: Robert Herd and **Mathematics Department staff at Westmount Secondary** including Lee Raso, Sandra Della Maestra, Dale Howlett, John Dunn, Eileen Shannon, Doug French and Scott Swanston; **Dawn Murray and Audrey Knox of Holbrook School** for computer integration across the curriculum; and **Don Terry, Head of Science at Sir John A. Macdonald Secondary School** for innovative support programs.

Hamilton Teachers Recognized with a Variety of Awards

- The overwhelming success of the "Change Your Future" program at **Sir Allan MacNab School**, earned the school and counselor, **Mila Mansaram**, the Mayor's Race Relations Award.
- **Robert Moulton**, a teacher at **Memorial Elementary School**, received the D.W. Gordon Award for his outstanding contributions to technological education in Ontario.

- **Memorial School's Diane Moore** was recipient of the Key Teacher Award from the Hamilton Women Teachers' Association.

- **Sir John A. Macdonald** Secondary School teachers, **Marguerite Larmand** and **David McKay** shared the 1994 Walter Clarke Outstanding Teacher award, presented annually by the Secondary Teachers' Federation (OSSTF) to a high school teacher who demonstrates leadership both in the school and in his/her area of expertise.

- **Holbrook** teachers **Rosemary Coomber**, **Sue Durst** and **Anne Puusepp**, presented the results of their research on instruction and evaluation of narrative writing in junior grades, to the Ontario Educational Research Council Conference.



SANDRA MAGWOOD, Secretary, **RED HILL ELEMENTARY SCHOOL**, won the 1994 Recognition of Excellence Award for improving the use of a financial software program to enhance efficiency in school budgeting and program delivery. "Everyone's job is made easier because of Sandra's effectiveness," said Principal **Dale Pyke**. (picture above)

- **Linda Bosela**, of **Rosedale School**, led the **City-Wide Choir** to a first place in the Kiwanis Music Festival's youth choir division. The choir has performed with the Hamilton Symphony Orchestra for 1,400 elementary school children in our system, as well as at the Cancer Assistance Program at **Barton Secondary**.

HESS STREET TEACHER RECOGNIZED FOR UNIQUE SOCIAL SKILLS PROGRAM

Joanne Cheyne-Miller, a teacher at **Hess Street Elementary School**, received a \$2,500 provincial Hilroy Fellowship Award for her work in creating and developing the Social Skills Program at Hess Street School. The Hilroy award program, which is administered by the Canadian Teachers' Federation, recognizes innovation in the school and encourages teachers to share their ideas with others. Almost three-quarters of the school's students are English as a Second Language (ESL) students. They are new Canadians, who need support in adjusting to a new country, language and culture. Others are coping with new family structures.

The Social Skills Program, led by Joanne, meets these children's needs in a number of ways: in-school support

groups addressing behavioral and interpersonal skills, anger management, and recreation; a builders club for older children where they help run a toy lending library and tuck shop; a breakfast club and clothing exchange; a number of "mom's groups"; and after school boys' and girls' clubs offering crafts, cooking and sports. Key to the success of the program has been the support from the school staff and community partners such as the Public Library, YMCA, and volunteers from McMaster University and Sir John A. Macdonald Secondary School. The program demonstrates the benefits of co-operation between school, home and community in meeting the unique academic, social, emotional, and physical needs of students at a minimum cost to the Board and with maximum impact for students!



Barton Secondary School's team took first place at the McMaster University Engineering Design Competition.

SCHOOL & VOLUNTEER AWARDS

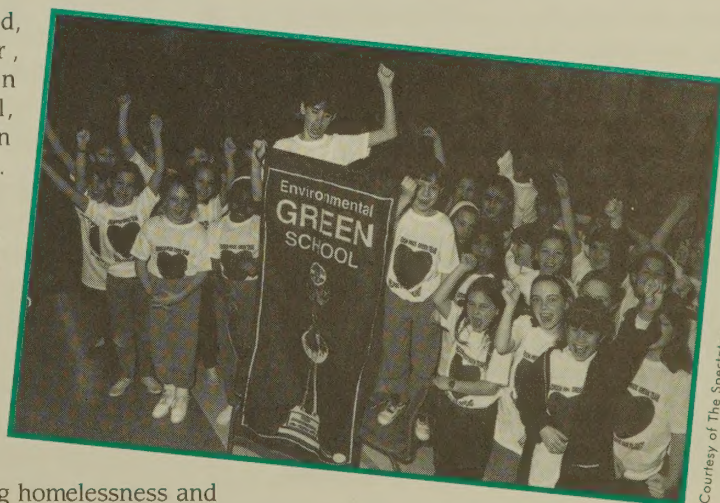
■ **Celebration of Jade:** Sir Wilfrid Laurier School became the first school in the Hamilton Board of Education to become a Jade School. They achieved this last June by completing 250 Environmental Projects. The achievement was recognized at the Board Meeting November 17 where the staff and students received a recognition plaque.

The school held an assembly November 22 to celebrate this achievement. The students were congratulated on being amongst only 30 schools in Ontario to achieve this status.

■ **Home and School Associations at 12 schools** each increased their membership by 20 percent or more in 1994, and earned Home and School membership Booster Awards from the Ontario Federation of Home & School Associations. The awards are presented each year to recognize the importance of the link between home and school. Awards were presented to: A.M. Cunningham, Allenby, C.B. Stirling,

Centennial, Dalewood, Earl Kitchener, G.R. Allan, Hampton Heights, Memorial, Prince Philip, Ryerson and Westdale. Congratulations!

■ **Andrea Rado's advisor group at Highview Middle School** was presented an award and gift certificate for their video production "Show Some Respect". The film dealt with the issues surrounding homelessness and was entered in a contest sponsored by S.H.A.C. (Social Housing Access Committee). The contest was designed to promote community awareness about homelessness in the area. Minister of Housing Richard Allen was on hand at Highview for the Awards Ceremony.



GORDON PRICE students celebrate their achievement after earning the environmental Jade Award.

ACCOUNTABILITY

The province's Royal Commission on Learning identified one complaint from the public that was repeated consistently: "that the public education system no longer seems to be responsible to the public."

As a public education system we understand that we must continue to build public confidence. Accountability means information must be provided to the public, taxpayers, and parents, that allows them to make reasonable judgements about school and Board performance. But accountability is not an end in itself. It's function is to ensure that the information about performance today, is used to improve tomorrow's performance.

Over the past year, we have continued to reorganize and restructure our system, to maximize our resources for student needs, and to give us the flexibility to quickly and effectively respond to the demands of our rapidly changing society. That responsiveness will not change in 1995. In fact, we will continue our leadership role in trying to anticipate the issues that will affect our children's learning, and make the appropriate changes to our operations. Our overriding goal is the success of our students, and providing them, and their teachers, with the resources to achieve that success.

THE PUBLIC IS DEMANDING ACCOUNTABILITY IN HOW WE SPEND TAX DOLLARS.

In 1994, the Board continued its intensive focus on restructuring to streamline and downsize across all areas of the Board's operations. The overriding goal was to maximize resources for the classroom and reduce costs to the taxpayer.

Specifically, we eliminated the position of Superintendent of Plant and changed the plant staff reporting lines either to the Superintendent of Human Resources or the Superintendent of Administrative Services. This initiative will also improve staff co-ordination, accountability and training. Four Area Supervisor positions were eliminated in restructuring our Area Offices. Those four positions were replaced with two Assistant Superintendent of School positions. The total savings to the Board of these changes was \$139,322.

As a result of our overall Restructuring Plan, which began in 1993, a Board-mandated zero per cent mill rate increase for 1994, and the achievement of Social Contract targets, we cut more than \$16 million in expenditures — from a 1993 budget of \$285.8 million, to a 1994 budget of \$269.4 million. The reductions included:

- a \$6.2 million decrease in salaries, wages and employee benefits *(which included Social Contract obligations and negotiated staff arrangements resulting in a decrease of more than 150 teaching positions)*
- a \$2.9 million reduction in capital expenditures such as facility repairs and improvements
- a \$700,000 reduction in supplies and rentals
- a \$400,000 reduction in transportation expenditures.

Further, in 1995, the Board has approved an additional \$10 million in expenditure reductions, including significant cuts to salaries and wages, capital expenses such as building repairs and equipment purchases, supplies and services, transportation costs and facility rentals. **This means, since 1993, we have cut over \$26 million from our Board's budget.**

TAXPAYERS ARE ALSO DEMANDING ACCOUNTABILITY IN HOW WE MANAGE OUR BUSINESS.

For example, an Educational Purchasing Group was formed in Hamilton-Wentworth district to develop a common purchasing system to maximize savings to local ratepayers. Our Board, along with the Wentworth County Board, the Hamilton-Wentworth Separate Board, McMaster University and Mohawk College, developed a price catalogue of classroom, caretaking and other supplies, as well as classroom and office furniture. Tenders were called on many items, with average savings of 32 % to 46 %. Based on total 1994 expenditures on supplies and equipment for our Board alone, this represents a saving of between \$3.2 million and \$4.6 million.

The Board is also a member of the Regional Municipal Buying Group, which consists of 25 agencies in the Hamilton Region.

THE PUBLIC WANTS INCREASED ACCOUNTABILITY WHEN IT COMES TO STUDENT ASSESSMENT, EVALUATION, AND REPORTING.

Standardized and province-wide testing will continue to help us measure student and staff success. It will also help us check our progress in improving results.

In 1994, our Board approved a policy on the reporting of provincial and system-wide assessment results at the school and system levels. Specifically, the policy says that **the Board will communicate the results of provincial and system-wide**

assessments to students, parents, and the community through an established procedure at both the system and school levels. The primary purpose of standardized assessments is to improve student learning; consequently the communication of assessment results will also include action plans for addressing those results.

As a result of this policy, the Board presented two detailed "Report Cards", in 1994, to parents of our students, along with other interested stakeholders. These Report Cards detailed provincial, Hamilton, and local school-by-school results on two province-wide tests administered to our students.

The first "Report Card" provided information about the Grade 12 Writing Review in English, conducted by the Ministry of Education and Training in the 1991-92 school year. Because this was the first such test, school-by-school results were not known until last year. More than 2,000 of our Grade 12 students took part in the Review.

In the 1993-94 school year, all of our Grade 9 students took part in a provincial Reading and Writing Test, the results of which, we reported in our second "Report Card" later in the year.

Both reports to our community, communicated not only the results of the

THE PUBLIC IS DEMANDING BETTER COMMUNICATION.

In late 1993, the Board approved a four-year public relations plan which calls for 40 % of public relations programs to be targeted to parents to increase their involvement in student learning, and the implementation of cost-effective and systematic two-way communication programs at the school and system levels.

To support this program, the Board passed a Public Relations Policy in 1994 which states that: "The Board is committed to the development, implementation and evaluation of effective two-way public relations programs at the system and school levels. These programs will be founded on the understanding that parent and community involvement and partnership is essential to the success of our students, organization and operations; and that all system and school public relations activities must be governed by openness, fairness and consistency."

Specifically, the policy supports: stronger links between schools, parents, staff and the community; encouragement of parent involvement in the education process, thereby supporting student achievement; an increase in recognition of staff accomplishments to encourage teamwork, innovation and educational excellence; increased public understanding of Board programs, available resources and services, objectives, as well as the accomplishments of students and staff; and the development of effective and cost-efficient public relations/communications channels.

tests, but also commentary about the tests themselves, their purpose, and most important, specific actions the Board is taking to ensure improvements to our programs and consequent improvements in future test results.

The new Common Curriculum also calls for solid standards for what students are required to have learned by the end of Grades 3, 6, and 9. To be introduced in Grade 9

in 1995, and from Grades 1 to 9 by September 1996, The Common Curriculum will also mean changes in reporting methods and ongoing assessment of student progress. This will increase accountability to our community and, in particular, will provide parents with more specific information about their child's progress.



Parents and Teachers want leadership in providing safe and secure learning and working environments.

In a 1994 local poll, violence was the number one education issue of Hamilton residents. Safety in our schools has always been a concern of our Board, and prior to that poll our Board took the lead in establishing a new School Alert program in partnership with the Hamilton-Wentworth Regional Police Department and other school boards. This program has been very effective in alerting schools and parents to dangerous or suspicious individuals near or on school property.

In addition, many of our schools have established peer mediation programs, where students trained in mediation techniques help settle student disputes outside the school and at recess. A recent study showed a 50 % reduction in physical conflicts on school playgrounds that have student mediators.

In January of 1995, a comprehensive Safe Schools program was approved by the Board, including a Zero Tolerance of Violence Policy aimed at intensifying our commitment to safe learning and working environments for our students and staff. This Safe Schools Program, to be detailed in our 1995 Report, was developed by the Safe Schools Committee working with parents, staff, students, various community agencies and the police. It is a leading-edge comprehensive program that establishes school-wide policies, educational programs and communication initiatives that support anti-violence.

The ability to communicate effectively is key to student success. In addition to a system-wide emphasis on literacy, including technological, media and arts literacy, Hamilton Board of Education schools, and their teachers, are continually developing new and innovative programs to add to the interest and effectiveness of our language programs.

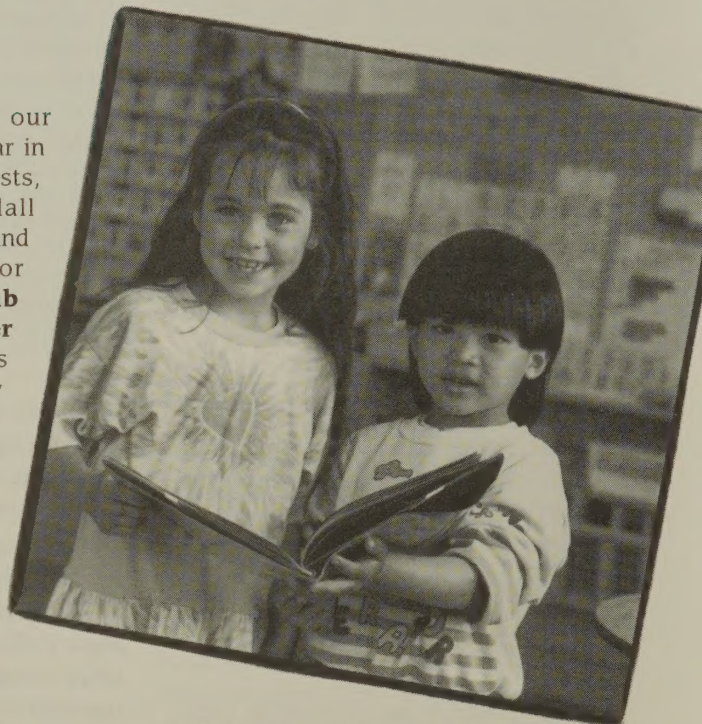
Language & Literacy

■ For example, **Parkview School's literacy program** is unique in Ontario. In a joint venture with Scott Park School, senior students are trained as tutors in the Laubach Literacy method. The tutors are then paired with Parkview students who require help in reading and writing. The Peer tutoring program, which is open to any student who wants to upgrade, has resulted in excellent progress in upgrading students' literacy skills.

■ A similar program at **Sherwood Secondary School, pairs senior students with Grade 9 students** for a semester. The junior-senior pair works on the reading and writing skills the junior student and his/her parents feel need help. Under the close supervision of teachers, the senior students help prepare lessons for their junior charges and keep detailed notes on their progress. The senior student earns a senior English credit, while the junior student is expected to meet the English outcomes for Grade 9. This is the program's third year at Sherwood.

■ In addition, many of our students participate each year in speaking and writing contests, including the Elva Kendall Newlands Award for writing, and the Laura Miller Award for speaking. **Sir Alan MacNab Secondary School teacher Meg Young**, co-ordinates the Student Literary Association which is open to all aspiring young writers in our Board's secondary schools.

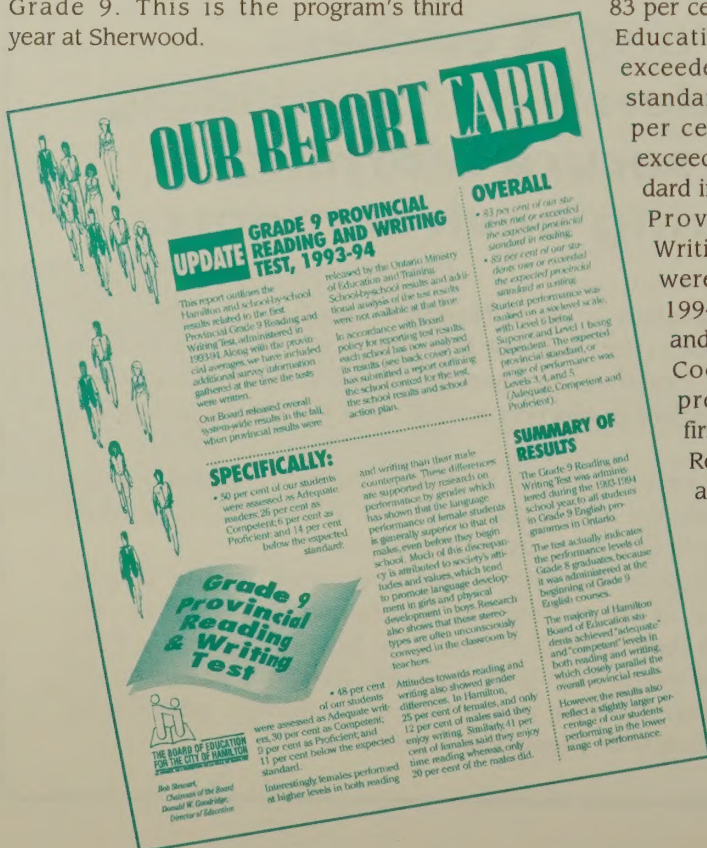
Over 82 per cent of Grade 9 students meet provincial reading and writing standards



Of the 2,370 Grade 9 Hamilton Board of Education students who took the test in 1993-94, 83 per cent achieved at level 3 (adequate) or above in reading, and 89 per cent achieved at level 3 or above in writing. Similar to the provincial results, the majority of our students are achieving at levels 3 and 4 (adequate and competent) in both reading and writing.

Specifically, 50 per cent of our students were assessed as Adequate readers; 26 per cent as Competent; 6 per cent as Proficient; and 14 per cent below the expected standard. 48 per cent of our students were assessed as Adequate writers; 38 per cent as Competent; 9 per cent as Proficient; and 11 per cent below the expected standard. Interestingly, females performed at higher levels in both reading and writing than their male counterparts.

While pleased with the results of the test, the Board has developed action plans designed to improve teaching effectiveness and to increase the number of students achieving at the proficient and superior levels of the test. These Action Plans were highlighted as part of **Our Report Card** on the Grade 9 Test, published in February 1995, and in individual school action plans.



Board responds to provincial Grade 12 writing test results

The Board published its first "Report Card" on the local and school-by-school results of the province's standardized Grade 12 Writing Test. All Hamilton secondary composite, vocational and alternative-education day schools, with the exception of G.P. Vanier, plus all night schools offering Grade 12 English, participated in the review. In all, more than 2,000 of our students took the Test.

Although the Test was written in 1991-92, local and individual school results were not known until 1994.

This standardized test was designed to determine the effectiveness of the writing curriculum and the levels of student achievement; to provide information for program improvement; and to establish a base against which future test results can be compared.

The Test results clearly showed that student achievement levels both provincially, and in Hamilton, did not meet the standards students are expected to achieve. For example, at the Advanced Level, 80 % of students were expected to meet the accepted standard in an assigned writing test; in Hamilton, only 58 % met the standard. The results were better, however, in the evaluations based on students' best piece of writing submitted from their year's work: at the General Level, for example, the provincial expectation was 75 % of students; in Hamilton, 71 % met the expectation. At the Basic Level, where 80 % of students were expected to achieve the minimum provincial standard, 91 % of Hamilton students achieved that standard.

Since the Test was written, the Board has continued to improve the language and literacy skills of our students. In response to the results of the province-wide tests, **we developed system and school action plans which will prepare students for the next provincial Grade 12 writing review in 1997-98.** Those plans include: strengthened teacher training, a review of all school writing programs and classroom teaching practices, regular system writing reviews in Grade 12 every three years beginning in 1997, a review of the placement of students in the appropriate program levels, development of individual school plans incorporating the system-wide standards, and more emphasis on staff performance reviews and personnel growth and development.

The Arts

Our students continued their outstanding contribution to culture in Hamilton as both performers and consumer of programs in many of Hamilton's great concert halls, including Hamilton Place. Others brought home awards from local, national and international music festivals. Over 6,000 students attended Hamilton Philharmonic Orchestra Concerts, and some performed with the orchestra.

Our City-Wide Choir was showcased in an excellent series of concerts with Symphony Hamilton, while our middle schools celebrated in the **middle school band festival** and the first ever Jr. Jazzfest for middle school jazz bands.



Courtesy of The Spectorator

Nearly 500 young musicians from Grades 7 to OAC performed together at Hamilton Place in the annual massed band festival.

Program is submitted to A & E Competition

An innovative curriculum integration program on Ancient Egypt gave students a number of opportunities to put their special skills and talents to work — and to enter their final project in an international competition. Sponsored jointly by teacher-librarians at **Burkholder Middle School and Franklin Road Elementary School**, the program centred around a musical revue, written by Dan Side.

Students researched their topic, then planned and built the sets, sewed costumes, and created the scenery. The final musical production was videotaped by the students and the tapes made available to students and parents. As a bonus, the tape was entered in a special competition sponsored by the Arts and Entertainment (A & E) television network.

SCIENCE, MATHEMATICS, TECHNOLOGY

High-growth industries such as information processing, computers and robotics, financial services, and pharmaceuticals mean increased opportunities for students with knowledge and skills in science, mathematics and technology.

Hamilton Board of Education teachers share the vision of students who use technology effectively to gather information, solve problems, create and evaluate, and communicate results. We also want children with the ability and willingness to use technological developments to influence the environment around them.

Our students use computers and computer related technologies that are integrated into the curriculum. Learning with computers and other technologies not only prepares students for future careers, but also allows them to integrate the use of technology into their everyday thinking.

ELEMENTARY STUDENTS GET EARLY START ON INFORMATION MANAGEMENT

All of our elementary schools have labs of 15 computers or more, at least one CD-ROM machine where students can access information in library media resource centres, video digitizing technology so they can use multimedia and hypermedia techniques, and new high speed modems for future telecommunications activities.

Full labs of 30 machines are on the horizon as we provide up-to-date and standardized hardware and software to prepare our elementary students for the info-tech world.

SECONDARY SCHOOLS LEAD IN TECHNOLOGICAL EDUCATION

At the secondary level, the provincially-mandated and funded Broad-based Technologies Program has helped to place Hamilton at the forefront of some of the best technological education programs in the province. The program consolidates numerous courses in technological studies into seven areas: communications, construction, hospitality services, manufacturing, personal services, technological design, and transportation. These programs also require integration with other subject areas such as science, mathematics, media and others. The major benefit of the Broad-based Technologies Program is that students are given the social and employability skills they will require for their future.

LIBRARIES BECOME HIGH-TECH INFORMATION CENTRES TO PREPARE STUDENTS FOR INFORMATION SOCIETY

Information is quickly becoming the currency of power in the Information Age. Consequently, our school library resource centres are evolving into high-tech information centres that give our students the skills they need to find information, understand and manage it, evaluate it, and use it responsibly. Modems link our resource centres to information sources beyond our school walls.

- In November, for example, **Sherwood Secondary School** was selected as one of four sites across the province to link with the Ministry of Education and Training through the Ontario Education Highway and the Internet.

- Other schools are **linked to databases** and bulletin boards through Schoolnet. **Westmount Secondary's** resource centre is using this network to communicate with other students across Canada, with plans under way to develop a centrally-operated technology network.

- **Automating our library resource centres** is also a priority of our Board. Plans are under way to update 25 of our school libraries to a more efficient system. With the use of CD-ROM- equipped computers, students are acquiring skills in searching through electronic encyclopedias and reading interactive stories.

- Students at **Fernwood Park School**, for example, created their own books in the school library using computer technology, and at **C.B. Stirling**, a group of teachers developed a skill-based program for students in JK to Grade 8. By the end of Grade 8, students have been exposed to drills, word processing, simulation programs, research, data-base programs, graphics, animation, and spreadsheets. CD-ROMs are regularly used for research.

- **Sherwood Secondary School** entered into an international "electronic partnership" with Governor's School for Science and Mathematics, in Hartsville, South Carolina. Using the Internet, students and faculty at both schools cooperate on joint science and French language projects, and other educational initiatives.

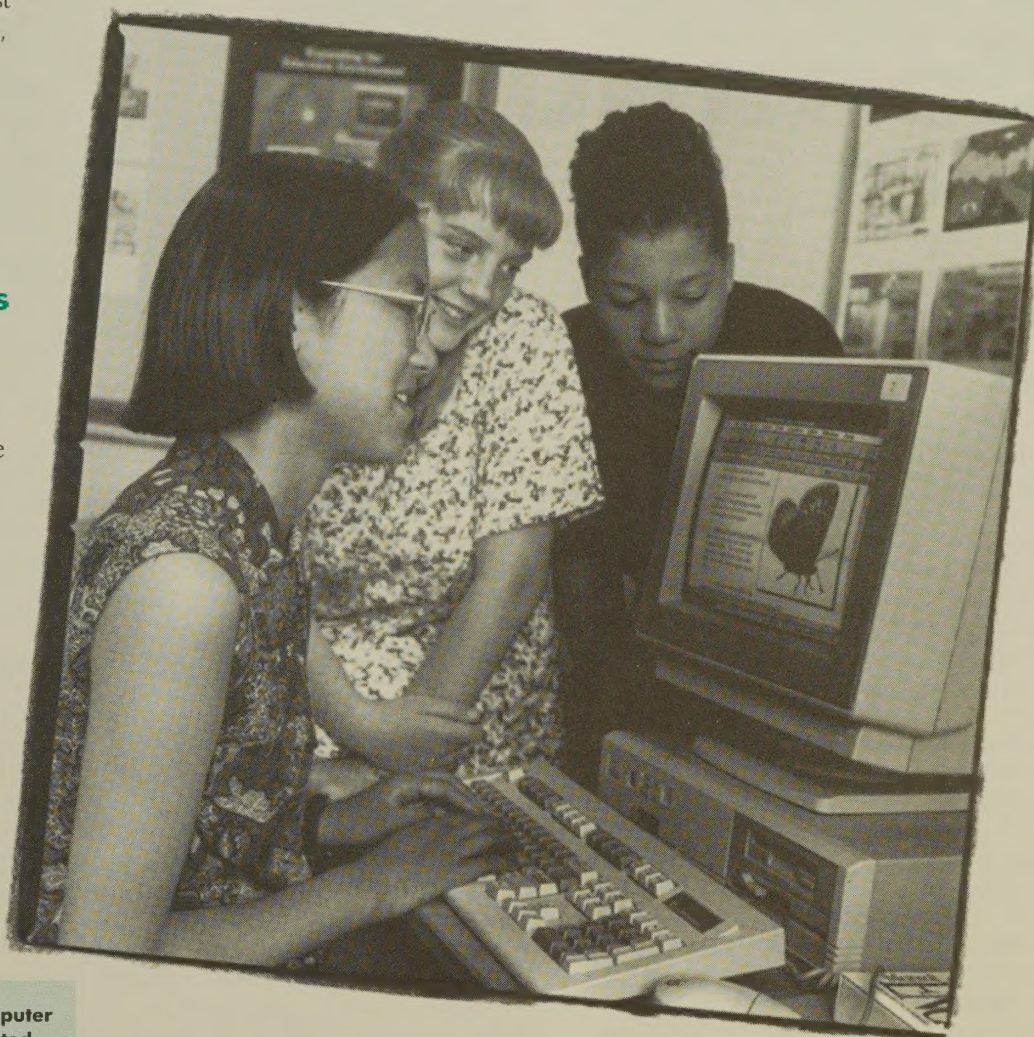
ROBOTS

- Roamers are small robots which can be programed by students and teachers to perform a number of

activities. This year, the roamers were piloted in 14 schools with students who enrolled from JK to Grade 9. The roamers are valuable teaching/learning devices and assist in integrating learning in visual arts, drama and problem solving in geometry. Teachers reported that students expressed great interest in learning through the use of the roamers.

STUDENTS WIN TECHNOLOGY, ENGINEERING AWARDS

- To encourage students to study for a career in technology, Canada Mortgage and Housing Corporation and the Hamilton and District Home Builders' Association initiated an annual student award in 1988. Fifty-two of our technological studies students received the award this year.
- **Barton Secondary** entered two teams in the **McMaster University's annual Engineering Design Competition**, and placed first and second. It was the first time a Hamilton secondary school won the competition and both teams scored the highest combined marks recorded in recent years.



Our students use computers and computer related technologies that are integrated into the curriculum.

IMPROVED MATH RESULTS

In June of 1994, students enrolled in Grade 8, Grade 10 General, and Grade 12 Advanced mathematics courses were retested using the 1990 Provincial Review test items. In 1990, our students scored the same as the provincial average in all three grades.

As a result of modifications made by our teachers to mathematics programs and program delivery, a significant improvement resulted in the 1994 retest:

- *Students enrolled in Grade 8 mathematics scored 5 per cent higher than the 1990 provincial average for Grade 8 students.*
- *Students enrolled in Grade 10 General mathematics scored 12 per cent higher than the 1990 provincial average.*
- *Students enrolled in Grade 12 Advanced mathematics scored 11 per cent higher than the 1990 provincial average.*

Students and teachers are to be congratulated on this outstanding performance!

School & Community Partnership

"Schools must become part of a network of many local or regional organizations, all interconnected, and all dealing with the whole reality of childhood."

For the Love of Learning, the Report of the Royal Commission on Learning.

In today's complex society, schools need to work with many community partners. Our community shares in the responsibility for raising our children, and for their overall development. Social agencies, community organizations, businesses and industry, community colleges and universities provide information and expertise to our students. Likewise, our schools, and their students and teachers, are a vital resource for others.

Our Board continues to lead the way in establishing new and innovative relationships with our community, and the examples that follow demonstrate a few of those partnerships.

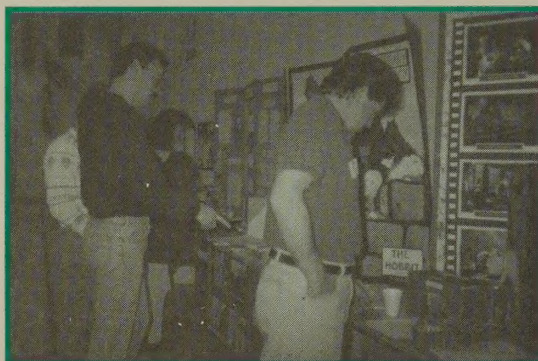
Parent involvement is crucial to students' success

■ Parents, the Board's most important partners in the achievement of student success, continue to be involved with their schools at all levels, from special events, to program planning and development.

■ **Parents at Roxborough Park School**, for example, operated a recess snack program that has improved every child's readiness to learn. The program, which is basically self-sufficient and provides over 1,500 pieces of fruit every week to children at recess, has changed students' eating habits and reinforced the importance of healthy food choices. At the secondary level, **Westmount Secondary School Parent Council** has set up a Parents' Office right in the school. And **Pauline Johnson School**, like many schools in our system, encouraged increased parent involvement in education. A committee of parents and staff organized and hosted parent information nights (pictured, at right) on The Common Curriculum, Computers, and Media Violence.

Board develops pilot program for Canada with Big Brothers

The Hamilton Board of Education and the **Big Brother Association of Burlington and Hamilton-Wentworth**, forged new and exciting ties in 1994. The first was the establishment of a **Mentoring Program** that was launched in eight inner-city schools. The goal of the program is to match adult mentors with children who require a little more support and attention than they might normally get in school or at home, such as children lacking a male role model at home, a child from a big family, or a child new to Canada. The Big Brother Association of Burlington and Hamilton-Wentworth screens and trains mentors who are matched with Grade 3 students who can benefit from having a mentor for one hour a week at the child's school. In a similar program in the United States, students increased their school attendance, improved their self-confidence, and almost all students demonstrated greater concentration in class. Big Brother officials are looking to the local business community for volunteer mentors.



Local organizations provide financial boost to programs, students

Local businesses and organizations continued their financial support of numerous Hamilton Board of Education programs. In 1994, **105 students received full bursaries and 58 students received partial awards** to help them pursue secondary school studies. The **Kiwanis Club** of Hamilton East awarded an additional eight bursaries to the Board's top bursary candidates.

Schools are true partners in community service

■ This past Christmas, **Glendale Secondary's** students, and staff, joined Glendale's partner-in-education, **Slater Steels**, in supporting the St. Matthew's House Christmas Project. A total of 123 children from 44 families were supported by the Glendale community.

■ At **Sherwood Secondary School**, the Community Relations Club launched a project to provide assistance to the Heart of the City, a drop-in centre. In addition, the school held its third annual Rakefest to help Wesley Mission services, and has responded to the needs of the Salvation Army, the Cancer Society, Foster Parents and Neighbour-to-Neighbour Food Bank.



Elizabeth Bagshaw School was one of a number of our schools who supported others in our community.

Hamilton Students, Artists Team Up to Create Massive Downtown Mural

The 1995 Juno Awards presentation, held in March in Hamilton, showcased a 2,880-square-foot mural, painted by over 100 students from Hamilton public and separate secondary schools.

The mural, which was created in the corridor connecting Copps Coliseum and Jackson Square, in downtown Hamilton, was in the planning stages long before the work began. The Junos provided a national spotlight to the students' work, and to Hamilton's rich cultural resource.

The project was initiated by Hamilton Entertainment and Convention Facilities Incorporated (HECFI), which funded the cost of the basic materials. When both Hamilton school boards agreed to participate, the Hamilton and Region Arts Council, the Art Gallery of Hamilton, the City of Hamilton, the Region of Wentworth, and the Industry/Education Council were also invited to participate in the project. Funding was also provided by Morgan Firestone of the Firan Foundation, the two school boards, the Ontario Secondary School Teachers' Federation, Environment Canada and Curry's Art Store.

Our students were teamed up with 10 local artists who worked with teachers and students as mentors throughout the project.

Hamilton's hospitality, entertainment groups work with schools

The Board's guidance and drama departments teamed up with **Hamilton Entertainment and Convention Facilities Incorporated (HECFI)** to provide a number of curriculum-related programs for students. In May 1994, HECFI hosted a career day for students interested in the theatre. The Hamilton Convention Centre, Copps Coliseum, and Hamilton Place took part to demonstrate the variety of careers available in their facilities. Several local arts organizations participated as well. Later in the year, the Board's Drama department worked with Hamilton Place and New Faces to present a participation theatre program on sex-role stereotyping for Grade 7, 8, and 9 students.

Board, Public Health Services team up to promote community health care

Local health care services were also provided through the cooperation of **Public Health Services** and the Hamilton Board of Education. **Sir Winston Churchill School's Student Health Centre** offers services to students to help them stay in school. The services include individual counselling, support groups and consultation and conferences. Other agencies involved in the project include Alternatives for Youth, Regional Social Services and Community Action Program for Children.

The **Hamilton-Wentworth Department of Public Health Services** was also a major partner with the Board throughout 1994 in the development and presentation of a number of health-related programs for Hamilton students. **STOP (Students Talking to Other Peers)** is a significant example of that partnership. Developed by public health nurses and teachers, STOP provides opportunities for teen parents to share their experiences about teen pregnancy and parenthood with Grade 8 and secondary students.

Bridging the generations

The generation gap was made a little narrower over the past year through the development of several inter-generational projects.

■ Hamilton public health nurses, school staff at **Fernwood, Strathcona, and Westview schools**, and seniors' residences joined together to develop a number of projects, with the same goals: to enhance students' self-esteem, to develop awareness, understanding and appreciation between children and seniors, and to decrease the loneliness experienced by many seniors.

■ At **Adelaide Hoodless Public School**, students and teachers have established numerous friendships with St. Peter's Hospital patients. Each week, a kindergarten class is held at the hospital and patients are invited. Grade 8 students set up weekly afternoon bowling games for patients, and the whole school hosted the hospital's Festival of Lights Christmas celebration, complete with a decorated auditorium and performance by the school choir.

Outreach

■ Community partnerships were not *"all work and no play."* More than 100 students from **Burkholder Middle School** participated in the 1994 **Hamilton Santa Claus Parade**. Winter Wonderland was the theme of the school's float, which featured skating, skiing, sleighing and snowmobiling. The float's feature attraction, however, was the 25-member school band, which played throughout the entire parade route.

■ Numerous outreach activities were undertaken by staff and students of the Board. **The finance department's Staff Relations Committee** supported Inasmuch House for Women in Crisis, St. Matthew's House, Mission Services, Neighbour to Neighbour Centre, and Hamilton Food Share.

■ **Thirty-eight Hamilton Board schools raised a record \$132,046** for the Hamilton Wentworth Chapter of the Heart and Stroke Foundation, through the annual **Jump Rope for Heart** program. Participating schools get an educational package on *heart health* that can be used through the school year, as well as skipping ropes and skipping record charts.

■ The **Hamilton United Way's 1994 campaign received \$150,000** from the Hamilton Board of Education, its staff and students. In addition to personal donations, some \$3,000 was raised through a number of school and *"casual day"* activities.

Schools raised \$132,046 for the Jump Rope for Heart program.



Courtesy of The Spectator

LEVI STRAUSS MAKES LEAD GIFT TO SUPPORT "CHANGE YOUR FUTURE PROGRAM"

A highlight of 1994 was a donation of \$9,000 made by Levi Strauss & Co. (Canada) Inc. to support the Change Your Future Program. Located at **Sir Allan MacNab Secondary School**, Change Your Future is a co-operative venture between the Hamilton Board of Education, the Ontario Ministry of Citizenship, the Ministry of Education and Training and interested community groups and businesses. The Change Your Future Program was developed to respond to the needs of minority youth in a school setting. The program's major objective is to improve youth access to educational and occupational opportunities.

Other sponsors of the program include Proctor & Gamble Inc. and Dofasco Inc. Sir Allan MacNab School and Mila Mansaram, the program's counselor, received Mayor's Race Relations awards in 1994, in recognition of service provided to minority students through this program.

Learning for Life & Work

The computer chip and its associated technology has changed the world in which we live. The world's information is now doubling every three or four years, and the workplace skills our students needed five years ago, may be obsolete five years from now.

It is crucial that our schools provide our children with the skills and knowledge they will require to live and work in our information and technology-driven society.

Globalization, mobility of families, new social structures and changing demographics of our communities, have also made significant changes in our schools. Not only must our students learn the academic skills they will need for success, they must also be provided with the social skills to enable them to achieve in our increasingly diverse and mobile society.

Our Board continues to develop effective and leading-edge programs to provide the skills, both academic and social, necessary for our students' success.

PROGRAMS PROMOTE BETTER UNDERSTANDING

Giving students the knowledge and resources to help them understand themselves and each other, is also an important part of the educational experience in Hamilton schools.

PEER MEDIATION CUTS CONFLICTS IN HALF

The resolution of playground conflict is the goal of **Peer Mediation Programs** in Hamilton Board of Education elementary and secondary schools. Students volunteer for training as mediators where they read about, discuss, observe, and rehearse conflict resolution strategies. Teams of peer mediators are then deployed at primary and middle school playgrounds during recess, lunch breaks, and transition periods. The peer mediators interrupt potential conflicts, outline the rules of mediation, get the students talking to each other, encourage them to come up with a resolution to the conflict,



Courtesy of The Spectator

plan a strategy for preventing future problems, and record the results of the mediation effort. Severe cases where students refuse to participate in the mediation process, or where weapons or injuries are involved, are referred to school authorities.

As this Report was going to press, a study done in partnership with Chedoke-McMaster Hospitals and McMaster University, showed a 50 % reduction in physical conflicts on school playgrounds that have peer mediators. Researchers at Chedoke-McMaster Hospitals' Child and Family Centre and social workers with the Board are the first in North America to demonstrate what many teachers have believed for years: student mediation programs work!

RACE RELATIONS CLUB

Barton Secondary School's race relations club strives to increase cultural awareness among students and staff at the school through activities such as speakers, open forums, field trips, cultural festivals like Caribbean Day, and Black History Month.

INNOVATIVE PROGRAMS PREPARE STUDENTS FOR WORKPLACE

■ Fifteen students enrolled in the first college equivalent **Health Care Aide program at Parkview Secondary School**, have graduated with their Grade 12 diplomas and Health Care Aide Certificates. The program was developed by Pauline Stavnitzky at Parkview to help students qualify for employment in the health care field, immediately after they complete high school. Second year enrollment has increased to 24 students with a waiting list of both adults and high school students for places in the September 1995 class.

■ A similar program, a **Dental Assistant Co-op program**, has been offered at **Sir Allan MacNab Secondary School** since 1992, with graduates being placed in local dental offices. For Francophone adults who wish to upgrade, or obtain their Secondary School Diploma, **Georges-P.-Vanier offers the Ontario Basic Skills Program in partnership with Mohawk College.**

■ **Secondary School Workplace Apprenticeship Programs (SSWAP)** were offered at **Delta, Caledon, Parkview and Scott Park secondary schools** in 1994. Programs consist of a semester in school and a semester and the summer months out of school in a co-op placement. This allows students to complete both the school credit and the apprenticeship components. Current programs are in Auto Body and Cosmetology with a program for students interested in Automotive Technician apprenticeships in the planning stages.

■ The Hamilton Board continued to work with the Industry-Education Council, Mohawk College, The Ministry of Education and Training's Apprenticeship Branch, the Ontario Training Advisory Board, Transkills (Hamilton-Wentworth Skills Training Advisory Unit) and local industry and business to develop apprenticeship programs for students in Hamilton and the Region.

AREA BUSINESSES SUPPORT EXTENSIVE CO-OPERATIVE EDUCATION PROGRAM

Our Board has established many relationships with business and industry to provide information about the changes taking place in the workplace, and advice on how we can best prepare our students with the knowledge and skills required by employees. An example is the ongoing support of **more than 1000 area businesses that provide some 1,700 co-operative education placements to our students.** Through these, and many other established and informal relationships, business and education work together to ensure the success of our students in the next century.

A unique example of the success of co-op education comes from **Parkview Secondary School** where four senior students, who had poor attendance records and the potential to drop out of school, earned four work credits through an all day program at Pete's Custom Sandblasting and Painting in Stoney Creek.

INDUSTRY - EDUCATION PARTNERSHIPS

■ **Eleven Hamilton secondary schools participated in the Partners in Education program**, an initiative coordinated by the Industry-Education Council (Hamilton-Wentworth). Program highlights included declaration of partner-



ships between **Sherwood Secondary School and Laidlaw Transit Ltd., and between Westmount Secondary School and the Terryberry branch of the Hamilton Public Library** system. The Partners in Education program provides students and teachers with valuable work experience, exposure to leading-edge technology, and an opportunity to carry out joint projects with community businesses.

■ The Board worked in cooperation with the Hamilton Rotary Club and the Industry-Education Council to coordinate the **Rotary Club Career Days**. More than 2,000 of our Grade 8 students attended the four-day event, which featured speakers from careers such as high-tech science and health care.

An Experience That Lasts a Lifetime!
Special need student **JON JEFFERY** and cooperative education job coach **VALERIE LEWIS** worked together at McMaster Medical Centre.

Transitional Work Experience Program has been developed to assist special need students in their transition from school to the workforce. This program is unique and made possible by the partnership of education and the community. Through the support of employers, students are able to gain the necessary skills for increased independence and gainful employment.

If you are able to provide a setting in which students are able to gain realistic "hands on" experience, please call (527-5092 ext. 2526, Susan Holden).

Magnet secondary schools will increase specialization, help retain students, and reduce costly duplication.

To support excellence in education and to remain competitive in the Information Technology Age, the Board must provide Information-Age learning and package it in Information-Age ways. And we must do it in the most cost-effective manner possible. We must continue to offer quality programs to an increasingly diverse community, and we must do it with decreasing resources.

The result is that all secondary schools will not be able to continue offering all programs to all students. We cannot afford duplication of plant, equipment, material and people across the system. At the same time, we must offer a full range of programs to our students, to encourage them to stay in school and prepare for a world of specialization and technology.

Consequently the Board has passed a policy to develop "magnet" or specialized programs and courses at specific sites across the system, to make our programs more relevant, and more flexible and responsive to change. The Policy ensures that all secondary schools will offer a quality, core program. Selected sites in the upper and lower city will also offer specialized programs and courses that will ensure equity of access to all students. The process will mean more effective utilization of specialist staff, more cost-effective use of up-to-date equipment at fewer sites, and quality programs for a diverse student body.

With the Policy now in place, a process has been established to plan and implement the development of magnet schools under the direction of the Secondary School Futures Committee.

Program develops students' entrepreneurial skills

It is entrepreneurs who are creating the new wealth in our society, not only in small business, but in large organizations as well, where they are referred to as "intrapreneurs". Consequently, the Hamilton Board of Education is piloting an innovative *Entrepreneurial Studies* program at Sir John A. Macdonald Secondary School, in 1995. Planning started in late 1993, when teachers in the Technological Studies and Business departments at the school met to develop ways their students could better transfer their skills between the two study areas. As a result, students in the new program will learn entrepreneurial skills as they initiate a business venture, develop and manufacture a product, and market the product.

Special Education

Schools continue to develop innovative ways to successfully meet the needs of students with special needs. One example is the Learning Centre Model piloted by George L. Armstrong Elementary School.

Teachers at the George L. Armstrong Learning Centre have developed a team approach to increase the achievement of students with special needs. The multi-disciplinary team of resource teachers, educational assistants, volunteers, co-op students from Mohawk College, a Future's Program assistant, the public health nurse team and school administrators provide inclusive education and personalized timetables to support learning in both regular classrooms and at the Learning Centre. The goal of the team is to adapt to meet the needs of the students, instead of having students "fit the Learning Centre."

In addition, the Learning Centre team provides individual programming, additional assistance, increased student self-management skills, and increased communication with the student's parents.

OTHER INITIATIVES

- The Hamilton Board was host to the Ministry of Education and Training's "Integration Launch" in November when the Ministry presented proposed changes to the Identification, Placement, and Review Committee regulations. Personnel from surrounding boards of education and community associations participated in the process.
- The Psychology, Adjustment and Special Education Departments have started a series of "Special Services Rounds" to provide information about the requirements of students with special needs. The first of these was held in November, and featured Dr. Chuck Cunningham from Chedoke-McMaster Hospitals who spoke on "Re-engineering school-based programs for students with disruptive disorders".
- Psychological Services' annual research report showed that testing procedures and gifted screening procedures were reliable and valid for all students.

Facts & Figures

ON OUR SCHOOL SYSTEM



STUDENT ENROLMENT FORECAST FOR SEPTEMBER 1994

Elementary	27,000
Secondary Composite	13,135
Secondary Vocational	915
Developmentally Challenged	160
Total	41,210

Plus 11,500 Continuing Education Students.

SCHOOLS AND FACILITIES FOR 1994-1995

Elementary	77
Secondary Composite	11
Secondary Vocational	3
Secondary - French Language	1
Adult Education Centres	2
Outdoor Education Centres	2
Community Facilities	14
Other	2
Total	112

TEACHING STAFF AS OF JUNE 1994 (FULL-TIME EQUIVALENTS)

Elementary	1,640
Secondary Composite	844
Secondary Vocational	86
Georges-P.-Vanier	38
Teachers for Dev. Challenged	26
Total	2,634

STAFF AS OF JUNE 1994 (FULL-TIME EQUIVALENTS)

Administrative	449
Bus Supervisors	17
Caretakers/Cleaners/Cooks	523
Co-ordinators/Consultants	59
Educational Assistants	232
Lunchroom Assistants	4
Lunchroom Supervisors	85
Secondary & Vocational Cafeteria	9
Staff on Loan	43
Total	1,421

1994 Budget

EXPENDITURES

Instruction **\$203,998,000 (75.7%)**

Such as: teacher, principal, and secretarial staff salaries for day school, evening and summer programs and classroom materials.

Plant Operations **\$32,923,400 (12.2%)**

Such as: salaries for caretakers and cleaners and maintenance staff; energy costs; school building renovations and repair costs.

Other **\$17,747,300 (6.6%)**

Such as: administration and support services; debt charges, reserves and tax write-offs.

Instructional Supervision **\$9,142,400 (3.4%)**

Such as: salaries for superintendents, program co-ordinators and consultants.

Transportation of Students **\$5,556,300 (2.1%)**

Totals **\$269.4 million**
(\$285.8 million in 1993)

SOURCES OF REVENUE

Hamilton Property Taxes **\$155,780,500 (57.8%)**

Ontario Government Grants **\$77,521,600 (28.8%)**

Other **\$36,065,300 (13.4%)**

Totals **\$269.4 million**
(\$285.8 million in 1993)

FAST FACTS

- 186 instructional days, elementary and secondary.
- 15th largest Board, by enrolment, in Ontario, out of 164.
- 3rd largest employer in Hamilton.
- 19 trustees: two in each of the eight wards and three in the French Language Section.
- By 1997, total enrolment is expected to grow to 42,535 students.
- 18,700 students take advantage of lunchtime supervision provided in all schools.
- Child Care is housed in 11 Board locations, although not Board operated, serving over 500 children.
- There were 4,300 computers in our classrooms and labs last year.
- 1,729 students take advantage of our Co-op Education Program.
- School gyms and auditoriums were used more than 5,000 times last year for events ranging from volleyball and Special Olympics to Scouts, Guides, plays and concerts.

Photos reprinted courtesy of The Spectator.

This publication was produced by the Public Relations Department.

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